

Library
University of Michigan
Ann Arbor, Michigan

NOVEMBER

1954



INDIANA
STATE
TEACHERS
COLLEGE

The Teachers College

JOURNAL

NUMBER 2

VOLUME XXVI

TERRE
HAUTE,
INDIANA

UNIVERSITY OF MICHIGAN
GENERAL LIBRARY

CONTENTS

What? How? Where?	Editorial
Economic and Social Status of Retired Women Teachers of Indiana Charles W. Hardaway	Page 18
A Description of Behavior that Influences Choice in a Group Situation Dean C. Andrews and Lester Downing	Page 24
Reaction of Parents and Children Toward A Parent-Teacher-Pupil Conference Plan of Reporting Emma Warnock	Page 25
Abstracts of Theses	Page 27
Book Reviews	Page 30

The Teachers College Journal seeks to present competent discussions of professional problems in education and toward this end restricts its contributing personnel to those of training and experience in the field. The Journal does not engage in re-publication practice, in belief that previously published material, however creditable, has already been made available to the professional public through its original publication.

Manuscripts concerned with controversial issues are welcomed, with the express understanding that all such issues are published without editorial bias or discrimination.

Articles are presented on the authority of their writers, and do not necessarily commit the Journal to points of views so expressed. At all times, the Journal reserves the right to refuse publication if in the opinion of the Editorial Board an author has violated standards of professional ethics or journalistic presentation.

Published October, November, December, January, March, and May by Indiana State Teachers College, Terre Haute, Indiana.

Entered as second-class matter October 5, 1931, at the post office at Terre Haute, Indiana, under act of August 24, 1912.

The Contents of the Journal are listed in the Education Index.

VOL. XXVI

NOVEMBER, 1954

NUMBER 2

THE TEACHERS COLLEGE JOURNAL

NOVEMBER COVER

The picturesque western gateway to the campus of Indiana State Teachers College.

RALEIGH W. HOLMSTEDT
President

CHARLES W. HARDAWAY
Editor

ALLAN SPICER
Assistant to the Editor

EDITORIAL ASSOCIATES

Olis G. Jamison
Jacob E. Cobb
J. Erle Grinnell

EDITORIAL BOARD

Florise Hunsucker
J. Erle Grinnell
Thomas A. Nevitt
Olis G. Jamison
Raleigh W. Holmstedt
Ex-officio



What? How? Where?

What to teach, how to teach it, and where it should be taught have been major issues which have always confronted people in education, and which will perhaps never be answered to the complete satisfaction of all concerned. Recently a noted educator elaborated on these topics and presented impressive evidence that scientific research in education is the only means by which we can gain insight into these ever-elusive questions facing us. Research can give us the **best** answer. Our philosophy of education, our reflective thinking, or our common sense may lead us to conclusions as to What, How, or Where, but only through the answers provided by the research approach can we justifiably support our claims.

First, the issue of **What to Teach**. The curriculum embodies all learning activities for which the school accepts responsibility. In our dynamic, ever-changing society, the schools must continually examine the educational program in order to provide an education best suited to the needs of youth and to the society in which they live. In this matter we have swayed from purely academic experiences for the purposes of mental discipline to a trend of education for adjustment and life placing equal emphasis upon personal as well as intellectual growth. Are we able to support this philosophy with scientific evidence in the face of the criticism perpetually made about our curricula?

Then the problem of **How to Teach**. Teachers are ever seeking for the most effective means of creating a better

learning situation. True, far too many teachers have been content to "teach as they were taught," but on the whole classroom teachers are willing to experiment and try something new. Yet in many such instances, teachers accept the experiment as a success or reject it as a failure without evidence to support the decision. Are we, as teachers, able to create new and effective learning situation as the need arises, and then determine their true worth?

And finally, the matter of **Where to Teach**. Teachers are aware that learnings occur outside the classroom as well as within. Informal educational agencies and out-of-school experiences play a major role in the educational development of our youth. A number of teachers are content to ignore such outside educational influences. On the other hand, many teachers recognize learnings other than classroom, and utilize these elements to the fullest. Are we, as teachers, able to justify our conclusions relative to where learning should take place, and what values to place on such learnings?

To help solve these problems, we must depend upon research. Research is of great importance to any profession, and it is only through research that knowledge is increased and a basis for improved practices provided. In the past, educational research has tended to adopt scientific procedures of the physical sciences in which laboratory-controlled situations have been necessary. As a result research has

tended to be rather far removed from the daily activities of the classroom teacher. Many problems of an educational nature cannot be solved by the isolated research specialist, but depend upon teachers, supervisors, and other school personnel becoming researchers and providing solutions.

In a dynamic, ever-changing school society, it would seem that questions concerning **what** should be taught in the schools, **how** it should be taught, and **where** it can best be taught, must be answered in the **classrooms** of American communities. Teachers, pupils, administrators, and school patrons must continuously examine what they are doing. They must use "their imaginations creatively and constructively to identify the practices that must be changed to meet the needs and demands of modern life, courageously try out those practices that give better promise, and systematically gather evidence to test their worth."¹ This process is called "action research,"² and it is research that is undertaken by educational practitioners, singly and in groups, because they believe that by so doing they can make better decisions and engage in better actions. We all should accept this responsibility in our profession, in order to make it a better profession.

Charles Hardaway
Editor

¹Stephen M. Corey, **Action Research to Improve School Practices** (New York: Bureau of Publications, Teachers College, Columbia University, 1953), p. viii.

²Ibid.

Economic and Social Status of Retired Women Teachers of Indiana

Charles W. Hardaway

Director of Research, Indiana State Teachers College, Terre Haute, Indiana

The prospects for secure economic status and social opportunities in any profession, after retirement, are well worth considering by all individuals contemplating entering professions. Now that life expectancy following retirement has been extended in recent decades, the security during these retirement years (both economic and social) is of vital concern to all individuals facing retirement, and incidentally for those preparing themselves to enter professions from which they will eventually retire.

A considerable amount of discussion and authoritative literature deals specifically with economic opportunities and social advantages of the various professions while one is in the professions, but very little is said about such matters as one is retiring from the professions. One hears a great deal now about the improving economic and social status of teachers in an attempt to draw more individuals into teaching; but nothing is said about how these same people fare when they retire from teaching. The retirement aspects warrant the same consideration.

In an attempt to shed some light on the economic and social situation of the retired women teachers of Indiana, the accompanying study was made during the year of 1954. The project was started by the Research Committee of the Indiana State Organization of the Delta Kappa Gamma Society, a National Honorary Society for Women Teachers; and it was financed by the State Organization under the presidency of Mrs. Myrtle Rodden of Indianapolis. The Research Committee was composed of the following members of the Terre Haute chapter: Dr. Merle Brown, Mrs. Ethel Cook, Miss Florise Hunsucker, Miss Gertrude Soules and Mrs. Bertha W. Fitzsimmons, Chairman. This committee, with the assistance of the local chapter president, Miss Jessie E. Wolford, and

the writer, prepared a questionnaire which was mailed to 3,139 retired women teachers of Indiana. Of this number 1442 questionnaires were returned; of these 1252 were complete enough to be used in the final tabulations. This represents a return of 45.9 per cent usable questionnaires. Assistance in the tabulation of the data was given by members of the Educational Research Class,¹ Indiana State Teachers College, in the spring term of 1954, under the direction of Dr. Ollis G. Jamison, Head of the Department of Education.

A breakdown of those responding to the questionnaire on the bases of marital status and year of retirement law under which the teachers retired is shown in Table I. It is noticed that there is a remarkable consistency in regard to marital status of the retired women teachers regardless of the date of the law under which they retired. One half

are single; the remainder are either married (32 per cent) or have been married (18 per cent).

The only major exceptions to these figures are with the groups who retired under the 1921 Retirement Law. In this group, two-thirds are single; whereas one third are married or have been married.

I. PRESENTATION AND ANALYSIS OF THE DATA

In tabulating the data, the questionnaires were separated not only on the basis of marital status, but by year of retirement law also. However, analysis of data revealed no significant differences in so far as Retirement Law is concerned. Therefore, the final report is made on the basis of marital status only.

Number of years teaching credit. It was first deemed necessary to determine the number of years for which the retired women teachers received teaching credit. These data are shown in Table II.

The median number of years of teaching credit was 35.6 years. It is noted however that the married teachers served on the average nearly 10

TABLE I. MARITAL STATUS AND YEAR OF RETIREMENT LAW UNDER WHICH THE TEACHERS RETIRED

Year of Retirement Law	Married		Single		Widowed or Divorced		Total	
	No.	%	No.	%	No.	%	No.	%
1921	22	17	88	67	21	16	131	100
1939	93	33	144	52	42	15	279	100
1945	60	36	78	47	29	17	167	100
1947	39	29	59	44	36	27	134	100
1949	67	38	78	44	32	18	177	100
1951	76	32	117	49	32	19	240	100
1953	42	34	65	52	17	14	124	100
Totals	399	32	629	50	224	18	1252	100

The percentages in this and subsequent tables are reported to the nearest whole percent

TABLE II. NUMBER OF YEARS TEACHING CREDIT OF THE RETIRED WOMEN TEACHERS OF INDIANA

Years Teaching Credit	Married		Single		Widowed or Divorced		Total	
	No.	%	No.	%	No.	%	No.	%
40 or more	28	7	281	48	40	19	349	29
35-39	78	20	174	30	64	31	316	27
30-34	89	23	63	11	42	20	194	16
25-29	82	21	42	7	27	13	151	13
20-24	112	29	27	5	34	16	173	15
Less than 20	1	0*	0	0	1	0*	2	0*
Totals	390	100	587	101	208	99	1185	101
Median	29.5		39.1		34.5		35.6	

* Less than one-half of one per cent.

years less than the single teachers. Family responsibilities may have been a factor here, or the married teachers may have felt that teaching was not essential to a livelihood, as may have been the case with the single teachers. This, possibly, is further indicated when it was determined that 65 per cent of the husbands of the married teachers are still employed.

According to the Indiana State Retirement Law a teacher must have 20 years teaching credit before minimum benefits are received. It is noticed that only two of the group retired with less than 20 years' credit. No doubt this feature of the Retirement Law has been a factor in keeping the teachers in the profession.

II. ECONOMIC ASPECTS

Maximum benefits. An effort was made to determine how many of the retired women teachers are receiving maximum retirement benefits. There have been seven different acts pertaining to retirement in Indiana, and it is

TABLE III. NUMBER AND PER CENT OF RETIRED WOMEN TEACHERS RECEIVING MAXIMUM RETIREMENT BENEFITS

	Married		Single		Widowed or Divorced		Total	
	No.	%	No.	%	No.	%	No.	%
Receiving maximum benefits	190	49	322	56	103	49	615	52
Not receiving maximum benefits	173	45	213	37	74	35	460	39
Don't know	22	6	45	8	32	15	99	8

factor is that 8 per cent reported that they do not know whether or not they are receiving maximum benefits. Perhaps an effort on the part of the State Retirement Staff should be made to provide more enlightenment on this matter to those retiring.

Sources of income other than retirement benefits. Although all of the retired teachers are receiving benefits from the State Retirement Plan, it goes without saying that such benefits are inadequate for economic security at the

TABLE IV. NUMBER OF SOURCES OF INCOME OTHER THAN RETIREMENT BENEFITS OF THE RETIRED WOMEN TEACHERS

No. of Sources of Income	Married		Single		Widowed or Divorced		Total	
	No.	%	No.	%	No.	%	No.	%
5 or more	0	0	6	1	1	0	7	1
4	4	1	23	4	5	2	32	3
3	18	5	106	17	35	16	159	13
2	72	18	178	29	49	22	299	24
1	126	32	195	31	71	32	392	32
0	175	44	116	19	62	28	353	28
Median Sources	1.18		2.		1.7		1.68	

possible for teachers to transfer from the earlier retirement plans to later ones. No attempt was made to determine the amount of retirement compensation the teachers were receiving, but merely whether or not maximum benefits were being received under the law of their retirement. Table III summarizes the data.

Slightly over one-half of the group reporting are receiving maximum benefits. This figure reaches 56 per cent for the single teachers. A significant

present time, particularly for those not receiving maximum benefits. It becomes a matter of necessity that the majority of retired teachers supplement the retirement benefit with income from other sources. The data revealed that 28 per cent of the total group were not receiving any income other than retirement benefits. However, on the average the single teachers were receiving income from at least two other sources. The married teachers were receiving income from slightly over one other sources; however, this does not include husbands' incomes. These data are reported in detail in Table IV.

The sources from which income is being received and the number and per cent benefitting from such resources is reported in Table V.

It is seen that 4 out of 10 are receiving income from investments. Evidently incomes have been adequate enough for the group to at least make small investments. Twenty-three per cent are

TABLE V. SOURCES OF INCOME AND NUMBER AND PER CENT RECEIVING INCOME FROM THE VARIOUS SOURCES

Sources	Married		Single		Widowed or Divorced		Total	
	No.	%	No.	%	No.	%	No.	%
Ins. Annuities	56	14	256	41	51	23	363	29
Investments	120	30	308	49	80	36	508	41
Royalties	9	2	12	2	4	2	25	2
Inherited								
Property	49	12	175	28	44	20	268	21
Part-time employment	50	13	82	13	43	19	175	14
Full-time employment	25	6	42	7	20	9	87	7
Temporary employment	8	2	12	2	6	3	26	2
Other sources	28	7	91	14	39	17	158	13

receiving income from some type of employment. It was also determined from the questionnaire results that 169, or 13 per cent, of the retired women teachers were desirous of securing employment. Perhaps it might be well to consider many of these as possible emergency teachers to alleviate the current critical teacher shortage.

Insurance. Fifty-three per cent of the total group held life insurance policies; whereas, seventy per cent had health

TABLE VIII. NUMBER AND PERCENT OF RETIRED WOMEN TEACHERS IN SOCIAL GROUPS FOR PERSONAL PLEASURE

Social Groups	Married		Single		Widowed or Divorced		Total	
	No.	%	No.	%	No.	%	No.	%
Departmental clubs	63	16	72	11	24	11	159	13
Lecture clubs	25	6	59	9	12	5	96	8
Literary clubs	87	22	124	20	50	22	261	21
Music clubs	26	7	38	6	14	6	78	6
Craft clubs	19	5	17	3	9	4	45	4
Hobby clubs	23	6	23	4	11	5	57	5
Card clubs	92	25	104	17	35	16	231	18
Others	117	29	215	34	68	30	400	32

TABLE VI. NUMBER AND PER CENT HAVING LIFE INSURANCE AND HEALTH OR ACCIDENT INSURANCE

Type Insurance	Married		Single		Widowed or Divorced		Total	
	No.	%	No.	%	No.	%	No.	%
Life Insurance	249	62	316	50	101	45	666	53
Health or accident	286	72	442	70	154	69	882	70

TABLE VII. DATA PERTAINING TO HOUSING AND HOME OWNERSHIP

Housing Data	Married		Single		Widowed or Divorced		Total	
	No.	%	No.	%	No.	%	No.	%
Home ownership	366	92	442	67	146	65	934	75
Live in rented home	24	6	111	18	48	21	183	15
Live with friends or relatives	4	1	136	22	36	16	176	14
Live in church-sponsored home	4	1	16	3	3	1	25	2
Live in fraternal sponsored home	1	0	0	0	1	0	2	3
Other type home	10	3	24	4	5	2	43	3

The percentages in this table exceed 100 because some reported as owning their own homes yet were living in homes other than their own.

or accident insurance. Table VI gives the complete picture regarding insurance.

Housing data. Home ownership is a measure of economic security. The questionnaire thus attempted to determine the situation in respect to housing and home ownership. These findings are reported in Table VII.

It is seen that 75 per cent of all retired women teachers own their own homes. This figure reaches 92 per cent for those who are married. Fifteen per cent live in rented homes and fourteen per cent reside with friends or relatives.

It was further determined that 58 per cent of the married teachers, 73 per cent of the single teachers, and 70 per cent of the widowed or divorced group maintain some financial responsibility for the home in which they reside. It appears that the retired women teachers are economically secure insofar as housing is concerned.

III. SOCIAL ACTIVITIES AND OPPORTUNITIES

The second part of the questionnaire sought data concerning the social activities of the retired women teachers of Indiana. No doubt the extent of participation would indicate to some degree the social adjustment of the group and the social well-being. This section of the paper reports participation of the retired women teachers in social and community activities.

Membership in social groups for personal pleasure. Table VIII reports the

TABLE IX. NUMBER OF GROUPS FOR PERSONAL PLEASURE TO WHICH THE RETIRED WOMEN TEACHERS BELONG

No. Of Groups	Married		Single		Widowed or Divorced		Total	
	No.	%	No.	%	No.	%	No.	%
5 or more	3	1	10	2	4	2	17	1
4	13	3	15	2	5	5	33	3
3	33	8	52	8	14	6	99	8
2	96	24	110	17	42	19	248	20
1	109	27	171	27	59	26	339	27
0	139	35	271	43	100	45	510	41
Median number	1.5		1.25		1.2		1.33	

TABLE X. NUMBER AND PERCENT HOLDING MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

Professional Organizations	Married		Single		Widowed or Divorced		Total	
	No.	%	No.	%	No.	%	No.	%
N.E.A.	79	20	165	26	54	24	298	24
A.C.E.	13	3	38	6	6	3	57	5
A.A.U.W.	33	8	80	13	21	9	134	11
A.A.U.P.	2	0.5	8	1	0	0	10	1
Others*	146	37	349	55	83	37	578	46

*The organizations listed as others included the Retired Teachers of the Indiana State Teachers Association, and the great majority indicated membership in this organization.

TABLE XI. EXTENT OF PARTICIPATION IN PROFESSIONAL GROUPS

No. of Groups	Married		Single		Widowed or Divorced		Total	
	No.	%	No.	%	No.	%	No.	%
5 or more	1	0.3	12	2	1	0.4	14	1
4	4	1	10	2	4	2	18	1
3	13	3	34	5	7	3	54	4
2	45	11	118	19	33	15	196	16
1	127	32	187	30	66	29	380	30
0	209	52	265	42	114	51	588	47
Median No. of groups	.65		1.26		1		1.07	

membership in various organizations of the profession. Is this true of individuals once they retire from the profession? The retired women teachers were asked to indicate membership in professional groups. Table X shows the results.

In so far as extent of participation in professional groups is concerned, it was found that nearly one-half are in no professional organization whatsoever. Table XI shows the complete breakdown regarding this factor.

Membership in fraternal groups.

Table XII presents the data pertaining to membership of the retired teachers in fraternal groups.

Participation is less in fraternal groups than in professional groups. Membership in various lodges seems to be most popular, particularly with the married group. No doubt a large number of this group are in women's auxiliaries of male fraternities. However, 61 per cent of the total group are in no fraternal groups, as shown in Table XIII.

Membership in church or religious groups.

Table XIV shows the religious organizations to which the retired women teachers belong. It is readily seen that membership in religious groups is far more prevalent than membership in other community and social groups.

Nearly 90 per cent are church members, and a large number are associated with other religious groups. The extent of participation in religious groups is shown in Table XV. Only nine per cent are in no religious group whatsoever,

extent of participation of Retired Women Teachers in various groups for personal pleasure or satisfaction:

Literary clubs, card clubs and departmental clubs appear to be the most popular types of social groups to which the retired women teachers belong for personal pleasure. It would appear that there is participation on the part of all. However, further analysis revealed that 41 per cent of the group are in no groups for personal pleasure. Approximately one-third are in two or more such activities. Table IX presents these data.

It is seen from Table IX that the mar-

ried group participates in groups for personal pleasure to a slightly greater degree than do the other groups.

Membership in professional groups.

Most persons while in a profession hold

TABLE XII. FRATERNAL GROUPS IN WHICH THE RETIRED WOMEN TEACHERS HOLD MEMBERSHIPS

Fraternal Group	Married		Single		Widowed or Divorced		Total	
	No.	%	No.	%	No.	%	No.	%
Delta Kappa G.	32	8	74	12	16	7	122	10
Kappa Delta Pi	4	1	10	2	1	.4	15	1
Pi Lambda Theta	7	2	26	4	2	1	35	3
Lodges	120	30	84	13	53	24	257	21
Others	103	26	92	15	40	18	235	19

TABLE XIII. EXTENT OF PARTICIPATION IN FRATERNAL GROUPS

No. of Fraternal Groups	Married		Single		Widowed or Divorced		Total	
	No.	%	No.	%	No.	%	No.	%
5	1	.3	1	0.2	0	0	2	.2
4	3	1	4	1	0	0	7	.6
3	17	4	16	3	0	0	33	3
2	42	11	34	5	24	11	100	8
1	116	29	170	27	60	27	346	28
0	219	55	402	64	140	62	761	61
Median No. of groups	.9		.8		.8		.8	

TABLE XIV. RELIGIOUS GROUPS TO WHICH THE RETIRED WOMEN TEACHERS BELONG

Religious Group	Married		Single		Widowed or Divorced		Total	
	No.	%	No.	%	No.	%	No.	%
Church membership	350	88	568	90	190	85	1108	88
YWCA	23	6	73	12	11	5	107	9
YMCA	2	.5	8	1	2	1	14	1
PEO Sisterhood	10	3	19	3	7	3	36	3
Missionary groups	119	30	230	37	86	38	435	35
Church guilds	130	33	221	35	70	31	421	34
Others	45	11	101	16	28	13	174	14

TABLE XV. EXTENT OF PARTICIPATION IN RELIGIOUS GROUPS AND ACTIVITIES

No. of Groups	Married		Single		Widowed or Divorced		Total	
	No.	%	No.	%	No.	%	No.	%
5 or more	1	.3	14	2	0	0	15	1
4	13	3	53	8	9	4	75	6
3	64	16	120	19	38	17	222	18
2	153	39	211	33	85	38	449	36
1	122	31	188	30	65	29	375	30
0	42	11	44	7	26	12	112	9
Median	2.35		2.39		2.25		2.31	

TABLE XVI. COMMUNITY GROUPS IN WHICH WOMEN TEACHERS PARTICIPATE

Community Groups	Married		Single		Widowed or Divorced		Total	
	No.	%	No.	%	No.	%	No.	%
Girl or boy scouts	7	2	9	1	2	1	18	1
Bus. & Prof. Women	25	6	67	11	21	9	113	9
Altrusa	6	2	12	2	1	0	19	1
Council of women's club	43	11	73	12	16	7	132	11
Schoolboard	4	1	6	1	2	1	12	1
Others	110	28	192	31	46	21	348	28

and the median number of church groups to which the teachers belong is 2.31.

Participation in community groups.

The participation of the retired women teachers in community groups is relatively slight. Eleven per cent are in Council of Women's Clubs and 9 per cent are in the Business and Professional Women's Organization. Table XVI presents the data.

The great majority, however, are in no community group. This is seen in Table XVII which reveals that 65 per cent are in no community group.

Total social participation. To summarize the participation of the group in social activities, it was deemed feasible to determine the total number of social activities and organizations in which each individual takes part. The median number of such organizations to which the retired women teachers belong is 5.1. It is seen in Table XVIII that 64 per cent of the group are in more than 4 such organizations. It would seem that there is ample participation of the group in social activities. Only 4 per cent reported membership in no social organizations. No attempt was made to determine the age of the group surveyed. It is quite likely that some of the retired teachers have reached the age whereby they are unable to continue such activities.

III. SUMMARY AND RECOMMENDATIONS

This study was designed to determine the economic and social status of the retired women teachers of Indiana. A questionnaire was mailed to 3,139 retired women teachers. Usable returns were received from 1,252, or 45.9 per cent. The returns were considered to be an ample sampling of the total group as they were fairly well distributed according to the various retirement laws under which they retired.

Significant findings are as follows:

1. Insofar as marital status is concerned, 50 per cent are single; 32 per cent are married, and 18 per cent are either widowed or divorced.

2. On the average the teachers have taught 35.6 years. For the single teachers this figure reaches 39.1 years, whereas the married group have taught on the average 29.5 years.

3. Fifty-two per cent are receiving maximum benefits under provisions of the state retirement plan. However, eight per cent do not know whether or not they are receiving maximum benefits. A large number of the teachers receiving maximum benefits retired under the earlier laws. This would mean that income for this group from retirement benefits is considerably less than for those retiring under later plans.

4. The median number of sources of income for the group (other than retirement benefits) is 1.68 sources. Principal sources of income are investments, insurance annuities, and income from inherited property. However, 28 per cent are receiving no income other than from retirement benefits. Forty-four per cent of the married teachers have no other personal source of income, however, the husbands of 65 per cent of the married teachers are currently employed. Twenty-three per cent of the group were receiving income from employment. An additional 13 per cent stated that they were desirous of employment.

5. Fifty-three per cent have life insurance, and 70 per cent have health or accident insurance. The married group are insured in both categories to a higher degree than the other groups.

6. Seventy-five per cent of the total group own their own homes. The percentage reaches 92 per cent for the married group. Nearly 70 per cent of all carry some of the financial responsibility for the home in which they reside.

7. The group is quite active in social activities and organizations. The median number of groups to which the retired teachers belong is 5.1. Only 4 per cent are in no activities whatsoever.

8. The median number of social groups to which the group belong for personal pleasure is 1.33, although 41

TABLE XVII. EXTENT OF PARTICIPATION IN COMMUNITY GROUPS

No. of Community Groups	Married		Single		Widowed or Divorced		Total	
	No.	%	No.	%	No.	%	No.	%
5 or more	0	0	5	1	1	0.4	6	.5
4	2	.5	7	1	2	1	11	1
3	7	2	15	2	2	1	24	2
2	39	10	46	7	15	7	100	8
1	94	24	155	25	38	17	287	23
0	258	65	388	62	166	74	812	65
Median	.8		.8		.7		.8	

TABLE XVIII. TOTAL NUMBER OF SOCIAL ORGANIZATIONS AND ACTIVITIES TO WHICH THE RETIRED WOMEN TEACHERS BELONG

No. of Organizations	Married		Single		Widowed or Divorced		Total	
	No.	%	No.	%	No.	%	No.	%
13 or more	5	1	17	3	1	0	23	2
10-12	17	4	42	7	14	6	73	6
7-9	65	16	113	18	36	16	214	17
4-6	185	46	229	37	85	37	499	40
1-3	114	29	201	32	80	35	395	32
0	14	4	21	3	14	6	49	4
Median	5.2		5.2		5.7		5.2	

per cent are in no such groups. Principal organizations for personal pleasure are literary clubs, card clubs, and departmental clubs.

9. Forty-seven per cent are in no professional organizations although the median number of professional groups to which the teachers belongs is 1.07.

10. The teachers are not too active in fraternal groups with only 39 per cent in such organizations, and most of these are in only one fraternal group.

11. Eighty-eight per cent are church members and most are in other church activities as well. The median number of religious organizations to which the teachers belong is 2.31.

12. In regard to membership in community groups, it is seen that 65 per cent are in none whatsoever. The greatest percentage in community groups are in Business and Professional Women Groups and in Council of Women's Clubs.

It would seem from the findings that the Retired Women Teachers of Indiana have economic security and above average social life. Although comparative data were not obtained from other

similar retired groups, it appears that the teacher group would rank significantly high in regard to economic and social aspects. The large majority are receiving income from approximately three sources, and nearly three-fourths own their own home; most carry some type of insurance. The group is very active in social and community activities, despite the advanced age of the group. Only 4 per cent are in no social activities; whereas the median number of groups to which the teachers belong is slightly over 5. These data might well be utilized to encourage young girls to enter the teaching profession with the knowledge of secure economic and social status upon retirement.

Perhaps the most discouraging element is that one-half are single. This is no doubt higher than the national average, and it is hoped that the fact that these women were teachers did not contribute to the fact that they never married. It is quite likely, too, that the per cent of single teachers is smaller now, in as much as the traditional custom of employing only single teachers is on the wane. Further study is warranted in this matter.

A Description of Behavior that Influences Choice in a Group Situation

Dean C. Andrew

Director, Counseling Center, Southern State College, Magnolia, Arkansas

Dr. Lester Downing

Dean, Nebraska State Teachers College, Peru, Nebraska

PURPOSE

Many present day educators believe that one function of the school is to help the student make a satisfactory social adjustment. One's acceptance or rejection by class members depends to a great extent on social interaction with them. Therefore, information concerning the type of behavior that contributes to one's social acceptance by the group would be valuable in assisting students toward optimum social adjustment.

The purpose of this study was to analyze the results of a sociometric inventory given to a general psychology class in order to determine the type of behavior that influences choice of partners in a group situation.

PROCEDURE

The group used in the study was composed of forty-seven students in a general psychology class at Colorado State College of Education. In order to determine whether the sample was representative of the total freshmen class a comparison was made on the factors of sex, age, and intelligence. The sample was composed of 53.2 per cent males and 46.8 per cent females, while the entire freshman class contained 43.8 per cent males and 56.2 per cent females. A test for reliability of difference indicates that the difference between the two groups was not significant at the one or five per cent level of confidence. A comparison of the mean ages of the two groups and scores received on the American Council on Education Psychological Examination revealed no significant differences. Thus the group used in the investigation was not biased but typical of the freshmen class in that college.

The next step in the study was to ascertain which students were chosen most often by other students to be their partner. Each student was asked

to rate every other student in the class by marking on a sociometric inventory the appropriate symbol according to the following directions:

Circle a

2 If you would like very much to have this person for a group partner for group projects and discussions.

1 If you would like this person for a group partner.

0 If you are indifferent, or do not know this person well enough to make a choice.

-1 If you would prefer not to have this person as a group partner.

-2 If you definitely prefer not to have this person for a group partner.

A student's total score was computed by adding the points received from the individual ratings made on him by each member of the group. This score was used to rank the students from the highest to the lowest. In addition, each class member was asked to state briefly his reasons for marking a person as he did. An analysis of these reasons was made to determine the characteristics most frequently attributed to those students with the highest and lowest rankings.

The above techniques provide many advantages for a study of this nature. They were used because the list of characteristics found would come from a dynamic situation involving a group of students in a regular classroom environment. Such results would be a great deal more meaningful than any derived from using a pre-conceived list of characteristics or an artificial situation.

RESULTS

Description of Students Receiving Highest and Lowest Total Score — The remarks most frequently given in des-

cribing the ten top ranking students are listed in rank order according to frequency of use:

1. Friendly
2. Participation in group discussions
3. Presents good ideas
4. Good in group discussions
5. Pleasant and agreeable
6. Shows interest in group functions
7. An interesting person
8. Well-informed in subject
9. Easy to talk with
10. Courteous
11. Has good ideas
12. Serious
13. Likeable
14. Helpful
15. Intelligent

It would appear that items 1, 2, 5, 6, 8, 10, 14 can be materially altered by group participation and instruction. A knowledge of such behavioral descriptions would help the teacher and the student in making an adequate social adjustment.

The lowest ten students whose total scores placed them in that category are listed in order of frequency of use:

1. Doesn't participate
2. Unfriendly
3. Not interested in activities
4. Too quiet
5. Has poor ideas
6. Acts bored
7. Not prepared to make contribution
8. Uncooperative
9. Depends too much on others
10. Dull
11. Do not feel at ease with her
12. Fools around too much
13. Indifferent
14. Makes me feel inferior
15. Acts superior
16. Too reserved
17. Is not serious enough about work
18. Sarcastic
19. Won't accept others' ideas

These students did not in all cases receive the greatest number of minus rankings but their total scores placed them in the lowest ranking group. Once again a number of these behavioral characteristics could be changed if the teacher and student possessed a knowledge of their undesirable effect. Many times students, themselves, would make this change if

they knew which of their traits influenced others in a group situation.

SUMMARY

On a sociometric group-choice inventory, a five point rating scale was used, by which students rated each other on the degree of acceptance or rejection they felt toward other group members as group partners. Brief

explanations accompanied their ratings on some individuals.

Tabulations were made to determine the total score for each individual, and students were ranked on the basis of the total score.

The remarks most frequently used in describing high and low ranking students were listed.

Reaction of Parents and Children Toward A Parent-Teacher-Pupil Conference Plan of Reporting

Emma Warnock

Elementary Teacher, Muncie, Indiana

This study was made to obtain the reactions of parents and children in the fifth grade at McKinley Elementary School, Muncie, Indiana, toward a parent-teacher-pupil plan of reporting, and to determine how, if any, its use affected children's growth.

It is felt that we are on the threshold of a new era in reporting to parents. In a recent national study, findings revealed that schools are constantly in the process of revising their plan of evaluating children's achievement, for it is felt that present forms are inadequate for measuring ability and development of the individual child.

Because the writer, through experience and reading, was aware of the inadequacies of the formal type of grade cards with its competitive-comparative aspects of pupil evaluation, in comparison to the purported advantages of the conference type, this study was made in her class to obtain the reactions of parents and children toward the conference plan of reporting.

Many teachers and school systems have been reluctant to change their policies of evaluating and reporting due to their belief in the strong motivation powers of grades. Therefore no letter or percentage grades were given the pupils included in this study to determine whether grade cards are necessary as motivation for achievement.

The writer also felt that grade cards could not reveal the attitudes, the appreciation, and understandings of children toward the work which they had done. Further, report cards could not show the understandings and appreciations of parents toward their child's achievement. Therefore, this experiment was set up to include the child in the conference in order that he could explain the goals sought, evaluate how those goals were being achieved and express his reactions toward school situations.

The experiment was started, by the teacher carefully explaining to the parents and pupils in the beginning of the year her plan to use parent-teacher-pupil conferences as a means of reporting rather than reporting through the use of grade cards. Pupils' and parents' approval was then obtained.

Parents saw samples of all areas of children's work from a folder which the children kept during the year. Workbooks with achievement tests and progress charts were visual evidence of the children's achievement in arithmetic and spelling.

Teacher and pupils, from time to time, together set up group and individual goals and from time to time evaluated how the goals were being achieved. This was in written form or was done orally at the conference when the parents came in, where the child reported to the parent his own evalua-

tion of his work after which the teacher and parent had a conference alone. No letter grades were given at any time.

The teacher made an effort to have four conferences with each parent during the year. The conferences were individual unless it was possible to form a group with children whose needs and abilities were similar.

Conferences usually took place after school, but other arrangements were made if parents worked.

Anecdotal cards were kept by teacher recording all statements of the parents during the conference relative to the reporting plan as it related to their child or his achievement. These statements were analyzed in the findings of the report.

At the end of the year a questionnaire was submitted to the parents for their opinions and reactions toward the plan. Likewise, at the same time the children wrote an evaluation embodying their opinions of the experiments as it (1) contributed to them and their achievement, and (2) their favor or dislike of the same.

Objective data from the parent's and children's evaluation were analyzed statistically. Subjective data were analyzed to the best of the investigator's ability.

Test data were derived from the mental and achievement tests administered at the beginning and end of the

year. By statistical analysis, using the student's method for comparing matched groups, it was determined whether there was significant growth in the areas of reading, spelling and arithmetic.

The findings of the study revealed that:

I. The parents in the study were interested in a close working relationship with the teacher and the school when opportunity for that relationship was available. (More than one half of the parents attended all four conferences and only one parent attended only one conference.)

II. Majority of parents were co-operative. They responded willingly when called by phone. In many cases parents were anxious to come and inquire as to when the next conference would be. Eight out of twenty-nine families lived out of school district which made it more difficult to get in for conference.

III. The study revealed that more parents visited school and observed their children at work than otherwise would have. Parents felt it was much better to come and establish a good relationship between the teacher, parent, and child right at the beginning in order that they might meet with understanding and without embarrassment later, if difficulties did arise.

IV. The majority of parents (seventy-five percent) liked the conference plan of reporting and gave various reasons:

1. Because it helped them in understanding their child, the teacher and school.

2. Problems of behavior of certain children, such as nervousness or restlessness due to inadequate and crowded housing conditions, problems of fears and tensions because of unfavorable parental relationships in the house or definite health problems due to various causes were matters of discussion between teacher and parent. The discussion of these made for better understanding of the total growth of the children concerned.

3. Parents liked the plan because

they appreciated the opportunity of looking over their child's work and talking over with the teacher his progress or his failure to achieve. The writer found that many parents were uninformed as to the interpretation of standardized test scores. It was found that the reward for time spent at the first conference in explaining the scores to parents was the interest at the end of the year which the parents exhibited when they saw the child's growth in achievement scores. Parent and child shared mutually through the year an interest toward a common goal, namely, the child's growth.

If a parent was not already aware of his child's capacity or achievement, this study of the standardized test scores helped the parent to realize and accept the fact.

4. The parent also felt there was merit in the fact that the child had opportunity to evaluate his own work.

5. At the beginning of the conferences it was observed that in many instances the parent was so far removed from what his child was actually doing in school that it caused indifference on the part of the parent.

V. This study tends to indicate the need of better understanding on the part of parents concerning the concepts and purposes of education and the generally accepted principles that apply to reporting. There were those few parents as pointed out in the study who tend still to favor reports as "pay-checks" (rewards for effort), as "pass-ports" or (the go sign to another grade) or as means of determining rank in class.

VI. The study shows that the majority of children liked the conference plan but were less enthusiastic than the parents about using it exclusively.

VII. It was felt by most parents that the child did his best regardless of whether he received a letter grade or not.

XIII. The study indicated that most of the parents (sixty-two percent) favored exclusively the use of the conference plan for another year.

IX. Through statistical analysis of the test data the results of study show that there was significant growth in the subject areas of spelling, and arithmetic, and that the gain was greater than could be expected by chance. Normal gain was made in reading but not greater than could be expected by chance.

X. In this particular experiment the parent-teacher-pupil conference plan of reporting did not negatively affect the growth of the children nor were grade cards deemed necessary as a motivation for the achievement of the child.

This study necessarily has the following limitations:

1. Too few cases.

2. It did not measure changes in attitudes, critical thinking, personality, cooperation, etc.

3. Shortness of experimental period.

4. The gains made in arithmetic, spelling, and reading achievement may not necessarily have been due to the method of pupil progress reporting used in this study, but due to the methods and material of instruction.

The study has revealed several areas on which further research might be conducted. The writer therefor recommends:

1. That other studies be made in our city using this plan with more cases; with different grade or age levels; or with groups of different social-economic status. That summaries then be made to determine similarities and differences in the results of the study on the different groups.

2. That survey studies be made to determine the extent of the use of the conference method as a means of parent-child reporting. That from this survey samples of opinion may be obtained concerning the value and handicaps of using this method.

3. That a series of studies be set up where teachers have school time to conduct such conferences, and that careful evaluation then be made by supervisors, principals, parents, and teachers concerning the use of school time in this way.

Abstracts of Theses

David Francis Siemens, Jr., **A Study of Citizenship in Augustine's City of God, with a Translation of Part of Etienne Gilson's Introduction a l'Etude de Saint Augustin.** June, 1954. Pp. vii, 92. No. 751.

Problems and procedure. This study investigates the problem of citizenship on the basis of Augustine's unique definition of a State. Only one work previously published, Gilson's available only in French, was found which had attempted to answer this problem. Gilson's resolution of the problem was shown to be untenable, and a new attempt, strictly on the basis of Augustine's own words, was made.

But in order to validate this problem, it was first necessary to dispute Sabine's and MacIlwain's contention that Augustine had not intended to revise Cicero's classic definition of a State. It was shown, on the basis of five arguments, that Augustine must have intended the revision.

Further, the historical, theological and philosophical antecedents of Augustine were briefly surveyed, and Augustine's total lack of influence on subsequent political thought was noted.

Finally, to complete the study, Gilson's **Introduction a l'Etude de Saint Augustin**, pages 225 to 242, was translated and inserted in an appendix. To this was added a bibliography of all Gilson's translated books.

Conclusions. First, Augustine intended to revise the definition of the State by Cicero in keeping with his fundamental theological and philosophical positions. Second, this revised definition had no relevance to later political thought, although it appears necessary within the Augustinian-Calvinistic framework. Third, citizenship, according to Augustine's view, is not on the basis of law, but on the basis of an agreement as to the object of love. This agreement

and love are the result of nature and/or nurture, which in turn are based on birth. Carnal generation results in self-love, agreement with the devil and participation in the earthly State. Regeneration results in the love of God, agreement with saints and good angels and participation in the heavenly State. Birth in a certain location results in the absorption of certain ideas (patriotism) and agreement with those holding like ideas, so that one participates in a certain political State. Fourth, there is serious need for a means of ready reference to all of Augustine's works by those who speak English. The writer hopes to supply this need at some future time.

Scheller, Robert, **A History of the Indiana Pocket Athletic Conference.** August, 1954. 126 pp. No. 752.

Problem. The purpose of this study was to develop a history of the Pocket Athletic Conference. More than sixteen years ago a small group of farsighted educators and administrators in Southwestern Indiana saw the need and advisability of an athletic conference which would provide balanced schedules, uniform competition, and a closely knit organization for the general advancement of athletics in their high schools. Realizing that athletics and athletic competition are important extra-curricular activities in the well-rounded high school program, these schoolmen organized the Pocket Athletic Conference. Started primarily as a six-man football organization, the Pocket Athletic Conference added varsity track soon after its inception and, more recently, varsity basketball. Also, the Conference has moved from the six-man game of football to eight-man football, thus becoming what is believed to be the first and only group in the world playing eight-man football.

Method. I have presented in this study a complete and as accurate an account as possible of the reasons for the Pock-

et Athletic Conference and the men responsible for such an organization. It is a report, year by year and sport by sport, of every final standing in the respective sports plus the complete scores of every game and meet within the Conference. It is a complete history of the start of the Conference and what has transpired since its inception. Sources of data utilized include the following: material and records taken from the sports pages of daily and weekly newspapers in cities in the Conference, as well as from the two daily newspapers in Evansville, the largest city in the Southwestern part of Indiana; interviews with those men who were influential in getting the Conference started; minutes of the Conference meetings and interviews and letters with present high school principals and coaches in the Conference.

Findings. A direct result of the Pocket Athletic Conference has been improved athletic relationship between member schools. Schedules are now systematically arranged, thus providing balanced competition. Schools know whom they are going to play and when the contests are scheduled far enough in advance that the entire program can be planned to include these athletic events. Athletic contests no longer are haphazard affairs, but are planned, directed, and supervised in a manner to promote wholesome exercise for the boys participating. The remainder of the student body likewise has benefitted in that they are provided with supervised entertainment which has become an integral part of their extra-curricular activities.

The communities surrounding the Conference schools likewise have benefitted from the organization of the Conference. Conference communities have become identified with their school's athletic programs and are happy and fortunate to have the opportunity to see organized play on a wholesome, well-planned basis rather than

the hastily arranged and poorly planned contests of the pre-Conference era. Organization of the Pocket Conference and the resultant Conference play has tended to unify the individual communities and strengthen community ties.

McWethy, Margaret Eller, **A Study of Student Radio Broadcasting as a Motivation in Speech Improvement.** July, 1954. 71 pp. No. 753.

Problem. The purpose of this study was to encourage wider participation in school broadcasting programs as a motivating force in encouraging pupil study and use of good speech principles in daily life.

Method. A form of the casual comparative method was used in this study. This method, referred to by the authors of **The Methodology of Educational Research**, pp. 533-4, as "the uncontrolled, experimental" method and recommended by them as well adapted to the study of "problems of school support, character development, the effectiveness of health education and the like" seemed to be the type best suited for accomplishing the purposes set forth above.

Findings and Summary. The broadcasting program in Clinton High School has been a motivating force in pupils' improvement of their every day speech habits.

Through setting forth the problems that arose and the solutions that were found for them as a student broadcasting program was originated and carried on in Clinton High School and through summarizing the program-making principles and practices recommended by authorities in this field and carried out in other schools' broadcast activities, an attempt has been made to make possible a wider participation in the radio broadcasting program on the high school level.

Bitzegaio, William, **A Study of the**

Activities and Home Responsibilities of 500 Vigo County Girls and Boys. July, 1954. 65 pp. No. 754.

Problem. The purpose of this study was to reveal certain facts about the activities and home responsibilities of the average boy and girl of Vigo County, Indiana.

Findings. Girls and boys enrolled in Vigo County schools are almost all native-born children, and the vast majority of their parents were also born in the country.

Occupations of parents of the girls and boys of Vigo County are varied widely, and it follows that the economic status of the families varies considerably also.

Large percentages of girls and boys reported their families as having an automobile or a truck.

Girls and boys reported many opportunities for handling money and aiding in decisions where money was concerned, but showed a great lack of keeping accounts or of making plans for spending their money.

The vast majority of homes have daily papers, and large numbers of girls and boys reported opportunities for reading magazines.

Girls and boys reported ample opportunity for performing menial tasks around the home, but tasks involving managerial responsibilities were not performed by any appreciable number. Girls did assume a larger portion of the responsibility for caring for their own clothes than did boys.

Spare-time activities reported by a very large percentage of the girls and boys were: listening to the radio, studying, and attending movies. Many listed going for a drive, playing games, going on walks, and attending church. Other activities were mentioned by fewer girls and boys.

According to the data given in this study, it seems that about one-fifth of the families were not eating well-rounded, nutritious meals.

Personal grooming habits were higher for girls than for boys, but there was much room for improvement in all categories.

The activities enjoyed most by girls and boys were bicycling, outdoor games, and swimming.

Cosmetics reported in general use by the girls were: hand lotion, lip stick, deodorant, perfume, and powder.

Girls and boys did not report a large percentage of opportunities to be with friends of either sex even at their own homes.

Caring for children was reported by a very low percentage of the girls and boys. Even occasional duties were few.

Comparatively speaking, little sewing was done at home, but most garments were made by the mother.

Most of the girls and boys reported buying their clothing at local stores, and the girls reported many more articles being selected for themselves than did the boys.

McHargue, Dorothy K., **A Study of Parent and Teacher Attitude Toward Newer Practices in Kindergarten Orientation and Parent-Teacher Conferences in the Elkhart Public Schools.** August, 1954. 66 pp. No. 755.

Problem. The purpose of this study was (1) to review the progress made toward better kindergarten orientation procedures; (2) to review progress made concerning the parent-teacher conference at kindergarten level; (3) to touch upon problems such parent-teacher conferences would pose; (4) to evaluate parent attitude toward the parent-teacher conference; (5) to present an

overview of the values of the parent-teacher conferences; (6) to give helpful hints and suggestions to teachers; and (7) to note possible changes that might lead to improved practices regarding kindergarten orientation and parent-teacher conferences.

Method. The questionnaire method was followed in this study. Seven hundred eighty-one questionnaires were sent to parents who had children in the kindergarten in the fall of 1953; three hundred and twenty-three of these questionnaires were returned. Questionnaires were sent to the ten kindergarten teachers; in addition a personal interview was held with each teacher. There was a complete return of the questionnaires sent to the teachers.

Findings. An analysis of the 323 responses to the questionnaires sent to parents revealed that they were in agreement that the present plan is a great improvement over past procedures.

Parents found the medical examination by the family physician much more thorough than the mass checkups. The parents thought the present orientation program reduced tension for all participating, and they liked the program in that it gave them an opportunity to get acquainted with the teacher and school personnel. It also provided time to prepare the child for school experience. The parents liked the orientation program, too, because they were informed of the school program and what to expect of the child.

Seventy-five per cent of the parents thought the initial conference in the fall was not sufficient and there should be more follow-ups. Fifty per cent of the parents expressed their disapproval of substituting the conference for the formal report card.

In the matter of relationships parents thought most valuable in helping them to understand the teacher and to help

the child, they ranked the individual conferences as being the most effective. This was in accord with the opinion stated by teachers. Parents viewed the friendly visit with the teacher at PTA as being very effective; however, the friendly visit at PTA was not considered of much importance by teachers who tended to rank planned visits with parents and telephone conversations as being the more valuable.

The analysis of teacher response to the questionnaire revealed that teachers endorsed the new plan and felt that it was valuable to them for the following reasons:

1. Gave them opportunity to gather valuable information about the physical and emotional background of the child.
2. Provided the opportunity to get acquainted with the parent and to establish bonds of mutual understanding.
3. Cleared problems of behavior early with mutual benefit to all.
4. Assured accuracy of data collected on the child.
5. Simplified record keeping for the teacher.
6. Made possible a first-day experience at school free of tension for both children and teacher.

McHargue, Glenn W., **An Experiment Using Three Different Methods in Teaching Ninth Grade Community Living.** August, 1954. 67 pp. No. 756.

Problem. It was the purpose of this experiment (1) to determine which was the most effective method of teaching ninth-grade community living, the lecture, the question-and-answer, or the socialized recitation method, as determined by tests given before and after each unit's work; (2) to compare the

achievement of these ninth grade pupils taught in units according to the textbook, with other ninth grade pupils of equal mental ability taught by a fusion of methods; and (3) to determine the pupils' reaction to the different methods of instruction by means of a questionnaire.

Method. The experimental technique was followed in this experiment. The basic text used was **Active Citizenship**, written by Harry Bard and Harold S. Manakee. This text is divided into four major units. A pre-test covering the entire text was given at the beginning of the school year, and the same test was administered at the end of the school term to determine the total net gain in achievement. A pre-test was given before each major unit was presented in class, then the same test was given after the unit had been covered to determine the net gain by each of the three different methods. Each unit was taught by the lecture, question-and-answer, and socialized recitation method at least once.

Findings. A thorough study of the results of the experiment show that there is no best method for teaching social studies. The procedure to be used should be determined by the situation, the class, and the kind of lesson to be presented. In the experimental study there was no marked difference in results. The gain made when using the question-and-answer method was slightly greater, but not great enough to furnish conclusive evidence that this method is the best method.

The class of low mental ability made gains using the socialized recitation method, which were greater in proportion than those gains made by the classes of higher mental ability. Attention and interest were stimulated to a great degree and initiative developed more when using the socialized recitation method.

Pupils preferred the lecture method.

Conclusions may be reached that there is a place for all three methods in the teaching of social studies.

McCormick, Jean, **Opportunities for Musical Participation in the Alton-Wood River, Illinois, Area.** August, 1954. No. 757.

Problem. Many people who possess musical talent have no opportunities for participation in musical groups because the communities in which they live do not have the proper outlets. Some areas of our country have choruses, bands, orchestras, both professional and amateur, in which talented persons can take part.

Method. The community which the writer studied is an industrial area of approximately one hundred thousand people, and many of them participate in the musical organizations of the area. It is the writer's purpose to show, by the use of the questionnaire and personal interviews, how the opportunities for musical participation have grown in the Alton-Wood River, Illinois, area as compared to the growth of the community during the present generation.

Findings. In summarizing the writer's findings, the conclusion is that the opportunities for musical participation have kept abreast, in most cases, with the growth of the community.

Conclusions. The school programs are better and much more inclusive than at the beginning of this generation. Church choirs have increased in number, more musical organizations have been formed, and civic culture and pride are on the up-grade.

Book Reviews

Letters of Noah Webster, edited with an introduction by Harry R. Warfel. New York. Library Publishers, 1954, pp. 562, xlv. \$7.50.

Professor Warfel of the University of Florida has compiled a selection of letters written by Noah Webster during his most active years, 1783-1843. The make-up of the book is excellent, for it includes adequate additional information of great interest to the scholar as well as to the general reader. Thus, there is an extended introduction concerning the many-fold activities of Webster's life (for he was much more than a lexicographer); a reference guide to the location of the letter printed; adequate notes on many of his letters, clearing up obscure points; a "List of Persons Mentioned" in the letters, consisting of about three hundred and fifty names with brief biographical data; an index of approximately five hundred words mentioned or discussed by Webster; and a general index.

About two hundred letters are included in this collection. The most extensive letter, and one of the most significant, addressed to John Pickering, is fifty-nine pages in length. It is of particular interest because of its careful analysis of the doctrine of usage in lexicography; Noah Webster was always aware that language changes, that ultimately the destiny of a language rests with the people, not with the professional grammarians.

One of the most notable achievements of this collection is that it reminds us of the great many interests of Webster. Most people associate him only with the dictionary; but actually his life-interests ranged widely and thoroughly in the fields of public education, politics, agriculture, economics, banking, medicine, and theology. Perhaps this is to be expected, for insofar as a dictionary is a compilation of words in all fields of knowledge, a lexicographer must indeed be a man of almost universal knowledge. That this was true of Webster is suggested by the content of his letters to a wide range of correspondents, most notably to Samuel Adams, George Washington, Timothy Pickering, Benjamin Franklin, Thomas Jefferson, Rufus King, Benjamin Rush,

Joseph Priestley, James Madison, John West, Joel Barlow, DeWitt Clinton, Stephen Van Rensselaer, Daniel Webster, and many others.

Our debt to Webster is a continuing one. All dictionaries of the English language published in the last century stem directly or indirectly from his great pioneering work, and all dictionaries yet to be published in the centuries to come will be the better and the more comprehensive because of the achievement of Noah Webster. This collection of letters serves as an admirable overall introduction to the life and thought of one of America's immortals.

Joseph S. Schick
Professor of English
I. S. T. C.

Climate, Vegetation and Man, by Leonard Hadlow, New York 16, N. Y. The Philosophical Library, Inc., 1952, pp. 288. \$4.75.

The influence of climate upon life on the earth—plant, animal and man—is of paramount importance and can hardly be over-emphasized. In the course of history many civilizations have risen and fallen with changing climatic condition.

In this book an attempt has been made to survey life in its climatic setting. It is divided into three parts, each of which deals with one phase of the three-topic title. Part I deals with the usual topics generally studied in an Introductory Geography course. These topics discuss the principles that govern day and night, the seasons, atmospheric pressure, winds, rainfall and ocean currents. Although the textual material is written in a clear concise manner there is little new to a student of geography.

Part II is a discussion of Nature's response to climate and natural vegetation are emphasized. A brief discussion

of world distribution of vegetation types is included.

Part III deals with man's response to climate and vegetation. The world is divided into the usual climatic zones extending longitudinally around the earth. Each zone is characterized briefly and then cultural adjustments are emphasized. As is true with parts I and II, there is little that is new to a geographer.

One of the outstanding attributes of the publication is the large number of well chosen and well reproduced photographs. Unfortunately none of these are numbered and thus reference to them is difficult. There are a large number of well drawn, highly explanatory charts and drawings. The author has incorporated a large number of maps but most of them are too small to serve a good purpose. This could be remedied by the use of a larger format. Fortunately all charts, drawings and maps are numbered. At the end of each chapter there are from three to five thought provoking questions and where applicable, problems are included.

The textual material is printed with clear, large readable type. However, too much of the printing on the charts and drawings is fine and not always readily legible.

It is the opinion of the writer that the text would be excellent for use in high school. It is only fair to state that the author is a high school teacher. The book should prove excellent for the layman who wishes to secure a more intimate acquaintance with the stage nature prepares and the play man produces on that stage.

David Koch
Professor of Geography
Head, Dept. of Science
I. S. T. C.

The Legacy of Chopin, by Jan Holcman. New York: Philosophical Library, 1954; pp. 113, vii; \$2.50.

This work should be a valuable addition to the literature of the composer, as well as to a rather long list of books on "personal glimpses" of musicians, since the author has given many ex-

cerpts translated from original Polish works not now available in English. The excerpts are quotations from Chopin's letters to the Countess Potoka, and give much insight into the composer's ideas of musical composition: he definitely had programmatic idea or musical symbolism in mind when writing; he had fixed notions of self-criticism; he did have moments of "inspiration." There are serious sections describing Chopin's reactions to the pianist, the piano teacher, the music critic, transcriptions, and freedom of interpretation. Some of the quotations show Chopin to have had a keen insight into the musical situation of his time in Europe; and to have been a shrewd guesser as to the future of the music and musicians that he knew. The book thus presents much material which has not been available for discussion before, and which will give new points of view on the composer and his music.

The author has an original method of presentation, a breezy, wandering, conversational style of writing, inserting his own interpretations between the quotations from Chopin, and bringing discussions and comparisons down to the present and thus including many contemporary and late composers and performers into his running account. The work should prove to be of especial interest and value to the scholar and performer, since it gives, in the composer's own words, what he really wanted to say and has said in performances of his music.

Lawrence E. Eberly
Professor of Music
Indiana State Teachers College

The German Sturm und Drang, by Roy Pascal. New York, N. Y. The Philosophical Library, Inc., 1953, pp. 347 xvi. \$4.75.

The German Sturm und Drang is, one might say, the basis and the inspiration for much of the work of European thinkers and writers for more than a generation. Though it strongly influenced the literary and social development of most of the neighboring countries, and particularly of England and

France, it is in turn indebted at times to them, but is essentially German in its search for an adequate expression of intimate emotion and of attitudes toward life.

The author of this volume has made a thorough and sympathetic study of the movement.

He begins by presenting the leading personalities of the Sturm und Drang: Hamann, Merck, Herder, Goethe, Lenz, Klinger and Schiller, tracing briefly but skillfully the life of each in turn. The political thinking of each is treated in a chapter entitled "The Sturm und Drang and the State." The author points out their "predilection for the small state, their delight in early social forms" and their concern with the problem of class-relationships. The latter point is also discussed in the succeeding chapter, dealing with the social classes. A thorough study is made of the religious content and trends of the thinking of the Sturmer and Dranger.

These writers interested themselves in the creative personality and reacted to the work of Swift, Fielding, Voltaire, Hume, Rousseau and other contemporary European writers with an outlook based on the "value of dynamic feeling and direct experience." However, Pascal notes that "their infertility with regard to education illustrates their general failure to define any way in which torrential vitality may be canalized into fruitful activity." He deplores in them a "marked tendency to idealize turbulence."

Other chapters deal with Thought and Reality, the Idea of History and the Revolution in Poetics. A chapter on The Achievement rounds out a most fascinating presentation of the personalities, ideals and dreams of this group of tense strivers for a solution of the problems, social, religious, political and literary, which beset them. He concludes by saying that "In their dynamic naturism, their imaginative realism, they set the tone for the nineteenth century: they open up the richness not only of the romantic imagination but also of the teeming outer world of the great realists."

This volume is announced as the first full study of the Sturmer und Dranger in English. It is to be feared that the novice in German Literature may lose his way among the myriad details of the treatment. It must be said, however, that the book leaves nothing to be desired, so far as completeness is concerned. It is a scholarly and painstaking contribution to our knowledge and appreciation of one of the most interesting movements in German, or for that matter, in European literature.

Dr. Harry V. Wann,
Professor of Foreign
Languages, Emeritus
I. S. T. C.

Roger Bacon in Life and Legend, by E. Westacott. New York: Philosophical Library, 1953, pp. 140, \$3.75.

In this brief account Mr. Westacott has attempted "to place before English readers as much information as possible" concerning Roger Bacon, the great scholar, theologian, philosopher, and scientist of the thirteenth century, the father of experimental science. The book is based largely upon Emile Charles' *Roger Bacon: Sa vie, ses ouvrages, et ses doctrines d'après les textes inédits*, 1861, which has never been translated into English.

The chapter titles give a fair account of the content and scope of the book. An introductory section is entitled "Thirteenth Century Background." Then the chapter titles are "The Life of Roger Bacon," "The Works of Roger Bacon," "Teachings as shown in his Works," "Life at Oxford in the Time of Bacon," "Philosopher and Scientist," "Roger Bacon in Tradition and Legend," "Some Aspects of the *Opus majus*," "Why Roger Bacon became a Franciscan," "Student and Interpreter of the Scriptures," "The Master Mind," "On Medicine," "An Estimate of his Philosophy," "In Memoriam," "The Cipher of Roger Bacon," "Epilogue." The Appendices include "J. S. Brewer's Edition," "Notes on the Papacy," "Life of Grosseteste," "Baconiana," and "The Journey of William Rubruck."

Mr. Westacott analyzes Bacon's edu-

cation and training—all the men and influences which helped to shape him. One of the most important of these influences was Arabian philosophy. He emphasizes the difficulties under which Bacon wrote his three principal works: *Opus Majus*, *Opus Minus*, and *Opus Tertium*. He comments upon the content and significance of these as well as of and the *Compendium Studii Theologiae* and some of the lesser works. He discusses at length Bacon's researches and his influence in the field of science. Bacon had a more original mind than any of his contemporaries. He believed that one can know only by research and investigation, that one must always keep an open mind. He was out of sympathy with scholasticism, even with one of its most distinguished representatives, Thomas Aquinas, whom Bacon spoke of as "a famous man, but a blunderer." Bacon never minced words in his criticism of his contemporaries.

Bacon's scientific researches covered a broad field. He placed alchemy among the sciences and was convinced of its importance as a branch of knowledge. Thus he is one of the originators of the modern science of chemistry. He lived in a superstitious time, and unfortunately many in his own period thought of him as a magician rather than as an honest scientist. This is the conception upon which Robert Greene's drama *Friar Bacon and Friar Bungay* is based.

Mr. Westacott's book is so well documented that it is a real source of information concerning not only Roger Bacon but also his contemporaries and his times. The bibliography is carefully compiled, and although it is not complete, it will prove very useful.

The work is not exhaustive—it does not claim to be. For the usual reader, however, it gives the known facts of Bacon's life and a dispassionate analysis of his work and influence. It is especially good in its analysis of the influence of Bacon in shaping modern thought.

Sara King Harvey
Professor of English
I. S. T. C.

Educational Psychology, by Lee J. Cronbach. Harcourt, Brace and Company. New York, 1954. xxvii, 628 pp. \$5.50.

To all who have hoped for an educational psychology which would lead students to more than an accumulation of facts, Cronbach's *Educational Psychology* will be very welcome.

This is a fine book, carefully written, interesting to the student, and most helpful to the prospective teacher. As Cronbach says, any presentation of educational psychology must possess four qualities: (1) It must be relevant to school problems; (2) It must be soundly based on research; (3) It must be complex enough to do justice to human behavior; (4) It must be clear. His book does have these qualities and as such is the superior of many in the field.

There are nineteen chapters in all, grouped into five parts: Psychology and School Problems; Readiness and Its Development; Acquiring Ideas, Attitudes, and Skills; Planning, Motivation, and Evaluation; Emotional Learning. The book has a handsome cover, good paper, clear print, close to a hundred illustrations, and thirteen case descriptions of considerable length and used in many ways to illustrate principles. Each chapter has several groups of excellent provocative discussion questions, one group being inserted after each major topic considered. An annotated reading list appears after each chapter and each of the five parts is well summarized. There are, of course, a highly adequate author index and subject index.

Students sometimes feel that educational psychology books merely repeat the subject matter of previous psychology classes. They would not feel that with this book. Teachers often find educational psychology books dull to teach. They would find this book challenging, for it is built throughout to fit our present-day understandings of the needs of children and youth and of how those needs may be met.

Marguerite Malm
Professor of Education
I. S. T. C.

Announcing . . .

TWO SUMMER STUDY TOURS

CO-SPONSORED BY INDIANA STATE TEACHERS COLLEGE AND INDIANA UNIVERSITY
COLLEGE CREDIT OFFERED BY BOTH SCHOOLS FOR EITHER TOUR.

• TOUR EUROPE IN 1955 - *June 18 - August 11*

You will sail from New York on June 18 and will disembark at Gibraltar for travel through Spain, France, England, Holland, Belgium, Germany, Switzerland, Austria, and Italy. Return voyage through Mediterranean Sea will leave from Naples and arrive at New York on August 11.

• TOUR THE WORLD IN 1956 - *2 Months*

This is the first globe-circling education tour offered by Indiana State and Indiana University, and the group will be limited to 25 students or professional people. The class will travel by Pan American World Airways and will go from San Francisco to Honolulu, Manila, Tokyo, Taipeh (Formosa), Hongkong, Bangkok, Rangoon, Calcutta, Benares, Delphi, Karachi, Beirut, Baabek, Damascus, Jericho, Bethlehem, Jerusalem, Cairo, Athens, Rome, Paris, London, Shannon to New York.

• TOUR DIRECTORS (both tours)

Dr. Otto J. Brendel, former Prix de Rome winner and member of Indiana University's Fine Arts Department, and Dr. Betty J. Foster, associate professor of art at Indiana State. This summer will mark their fifth tour of Europe with a summer study group.

FOR FURTHER INFORMATION ON EITHER TOUR, WRITE DIRECTLY TO EITHER OF THE TOUR DIRECTORS

DATES FOR YOUR CALENDAR IN 1955

Conferences And Clinics

at

Indiana State Teachers College

"Serving the State of Indiana Since 1870"

JANUARY 22-23

HIGH SCHOOL SPEECH TOURNEY

GEORGE McCARTY,
Department of Speech

MARCH 4

SUPERVISING TEACHERS CONFERENCE

DR. EDGAR M. TANRUTHER,
DR. DONALD M. SHARPE,
Division of Teaching

APRIL 1

ANNUAL HIGH SCHOOL SENIOR DAY

APRIL 15-16

INDIANA SCHOOL LIBRARIANS CONFERENCE

MISS NELLE McCALLA
College Library

MARCH 11-12

AUDIO-VISUAL CONFERENCE

RUSSELL McDOUGAL,
*Director of Audio-Visual
Center*

APRIL 15-16

INDIANA COUNCIL FOR THE SOCIAL STUDIES MEETING

DR. ELMER J. CLARK,
President of ICSS

FOR INFORMATION ON
CONFERENCES AND MEETINGS,
WRITE TO THE PERSON INDICATED
AT

INDIANA STATE TEACHERS COLLEGE
TERRE HAUTE,
INDIANA

MARCH 25

ELEMENTARY PRINCIPALS CONFERENCE

DR. EDGAR M. TANRUTHER,
*Division of Teaching
(in conjunction with the
Wabash Valley Elementary
Principals Club)*

APRIL 16

ORAL INTERPRETATION CONFERENCE

MRS. RUTH NEES,
Speech Department

THE 1955 COLLEGE CALENDAR

WINTER QUARTER, 1955 — — JANUARY 3 TO MARCH 18
SPRING QUARTER, 1955 — — — MARCH 22 TO JUNE 10
FIRST SUMMER TERM, 1955 — — — JUNE 13 TO JULY 15
SECOND SUMMER TERM, 1955 — — JULY 18 TO AUGUST 19

APRIL 22-23

BUSINESS EDUCATION CONFERENCE

DR. PAUL F. MUSE
Chairman of Commerce Dept.

85th Founders Day Program — January 6, 1955